

IDEA Public Schools
Palmview Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 28, 2023

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates. At IDEA Academy Palmview, we prepare all students for success in college and citizenship. Our scholars understand and embrace the journey to and through college. Our staff, families and the Palmview community are invested in our scholars success and embrace the college going identity as they support our scholars in their journey. We are true to our Team and Family core value because we care about our scholars, staff, families, and community. At IDEA Academy Palmview, scholars receive the highest quality academic education and enrich their learning through hands on activities and real-world learning through an agricultural focus. We understand that the experiences and relationships they build at IDEA Academy Palmview will impact their contributions to their community and beyond. We are aggies because we Know the way, Go the way, and Show the way. To be true to our vision, we will operate each year with three pillars of commitment: Experiences Relationships Excellence.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: August 28, 2023

Demographics

Demographics Summary

IDEA Palmview Academy is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades Kinder through 5th grade. It is a public charter school available to all students and focuses on the whole scholar making it the school of choice. IDEA Palmview is located in the Rio Grande Valley serving the community of Mission, Palmview, Penitas, La Joya and McAllen, Tx. For the 22-23 school year it served 628 students in Kinder to 5th grade. The student body is made up of 50.48% Female and 49.52% male. 96.82% of the student population is identified of having a Hispanic-Latino ethnicity.

Palmview Academy serves students with specific supports in place for Emergent Bilinguals (60%), Special Education (11%), At-Risk (75%), and Economically Disadvantaged (96%). Average daily attendance rate for students is 98%.

Palmview Academy employed 32 educators and 15 educational aides in the 2022-23 school year. The number of teachers increased by 4 from the prior year while the number of aides increased by 3. Overall, our educators had a varying level of professional experience: 16% were new to teaching with 0-1 years of experience, 76% had 2-5 years, 8% had 6-10 years. The average years of professional experience was 3-4 years.

Please review our campus Academy Demographics upload in Addendums.

Demographics Strengths

- Staff Retention Rate from 2022-2023 was 92%.
- IDEA Palmview's student body is compromised of the most underserved and at risk students in the community. The neediest of students are in a charter school district whose mission is send 100% of their students to college.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2 (Prioritized): There is a lack of strong and positive relationships between students and teachers. **Root Cause:** Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.

Student Learning

Student Learning Summary

Palmview Academy STAAR Results for the 21-22 school year were:

Reading 60/37/12

Math 58/27/11

Overall D

This resulted in the campus placed in a Targeted Improvement Plan.

In our 3rd-4th grades, growth was not evident in Domain 1 - Achievement from the 2022 STAAR assessment and internal benchmarks. Students showed no growth in Approaches, Meets, and Masters in each subject that was tested.

Reading and literacy pose a major concern within our school. Students are not at a proficient reading level that allows them to comprehend and analyze text. This skill is need for their academic success in all subjects.

Student Learning Strengths

1. Our strengths surface in our early primary grades. Our students in Kindergarten through 2nd grade continue to excel in the areas of literacy and math. Our Kindergartners also continue to blossom in the area of reading and have the highest number of students on track of meeting end of year reading goals. The strengths in these grade-levels provides promise that our students in are receiving a solid foundation.
2. Campus assessments are aligned with grade-level TEKS standards, and 90% of the classrooms have evidence of formative assessments aligned to the daily task and at the same level of rigor as top-line assessments.
3. 50% of students needing additional intervention in learning to read (decode) showed 2+ years growth at end of year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause:** Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Problem Statement 2 (Prioritized): Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. **Root Cause:** Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

School Processes & Programs

School Processes & Programs Summary

Staff assignments are reviewed each spring. We seek input from our staff using questioners that allow them to express their thoughts on systems and procedures from the current school year and what aspirations they have for the next. Using teacher and student data, teachers are coached and placed appropriately in each grade level. The leadership team is comprised of the principal, assistant principals, student success advisor, social worker, and testing coordinator. The team was afforded the opportunity to lead a grade level in behavior and attendance.

Staff retention is at 94% of the staff for the 2022-2023 school year. In addition, core content teachers are attending summer professional learning opportunities in the areas of Literacy and Math. Moving forward, in the 2022-23 school year, emphasis will be placed on ensuring that the teachers apply their professional learning in the classroom consistently. There is also a need to strengthen Tier 1 instruction across the grade levels, which begins with improving teacher attendance, effective instructional practices, the implementation of Gradual Release with fidelity, the continued implementation of Direct Instruction, Wit and Wisdom, and Eureka curriculum, and an intentional coaching model that will provide timely feedback. To improve the effectiveness of instruction, systems, and routines, the implementation of the coaching cycle will continue to be non-negotiable and monitored daily. Due to the fact that teachers need to use more of their planning time for instructional purposes professional learning communities {PLCs} will focus on four components; 1) Learning 2) Planning 3) Practice and 4) Data-Driven Analysis. Sessions will be conducted a minimum of one time a week with teachers planning based on these questions, "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?". Palmview Academy will incorporate a greater emphasis on ELA and Math in all grade levels. Both administration and campus-based coaches will attend PLCs having previously reviewed the curriculum and shared the agenda with teachers. Technology is heavily used for academic achievement. The Instructional Technology Lead will continue to enhance technology and ensure teachers are equipped with the most recent research-based practices. Administrators and Instructional Coaches will aid teacher development throughout the year providing on-the-spot coaching and timely feedback.

School Processes & Programs Strengths

Strengths in the school process can be seen in our students enrolled in our After-School program. These students participated in a variety of academic and non-academic programs where they transferred their experiences to the classroom.

Another strength is that of the teachers attending PLC sessions on time and regularly for the last quarter of the year. Evidence could be seen of teachers transferring what they discussed and learned during PLC in their day-to-day academic routine. In addition, regional coaches played a key role in re-designing the execution of lesson delivery through tight loop coaching. Teachers effectively created groups based on data and purposefully developed academic rotation stations which included a teacher station for small groups, a digital learning station, and an independent skills practice station.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles. **Root Cause:** Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.

Problem Statement 2 (Prioritized): There is a large amount of students in need of additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Problem Statement 3: On school survey students felt 3.0/5.0 that the behavior of other students hurt or prevented them from learning. **Root Cause:** Ineffective classroom management strategies or lack of clear expectations and boundaries.

Perceptions

Perceptions Summary

An ESF diagnostic was conducted by Panorama Education in the Fall semester of 2022. The report indicates the percentage of favorable responses of each of the (6) Essential Actions by topics using the following descriptors: 1) develop quality leaders 2) Recruit and retain high quality staff 3) Aligned vision and mission 4) use of high quality instruction 5) effective classroom routines along with data driven instruction. The results are as follows by each stakeholder.

Essential Actions	Teachers	Students	Parents
High Quality Leaders	69%	41%	68%
Highly Qualified Educators	52%	67%	60%
Aligned vision/mission	55%	55%	59%
High Quality Instruction	64%	58%	63%
Effective Classroom Routines	56%	60%	64%
Data-Driven Instruction	41%	53%	62%

Perceptions Strengths

The strengths from surveys and a parent focus group were as follows: 1) parents do believe that their children's school is made up of high quality leaders 2) students believe that they are being taught by high quality educators 3) All staff members believe that students are supported on the campus and effective school leadership drives the school towards excellence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. **Root Cause:** Staff does not feel supported or equipped with skills to target academic and behavioral concerns.

Problem Statement 2 (Prioritized): Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/family attendance. **Root Cause:** There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Priority Problem Statements

Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners.

Root Cause 1: Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills.

Root Cause 2: Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles.

Root Cause 3: Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a large amount of students in need of additional academic assistance beyond the instructional day.

Root Cause 4: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: English learners, special populations, and 504 students have not achieved their full potential academically.

Root Cause 5: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 5 Areas: Demographics

Problem Statement 6: There is a lack of strong and positive relationships between students and teachers.

Root Cause 6: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.

Problem Statement 6 Areas: Demographics

Problem Statement 7: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work.

Root Cause 7: Staff does not feel supported or equipped with skills to target academic and behavioral concerns.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/family attendance.

Root Cause 8: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals








Goal 1: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade through Fifth-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 29% to 31% in Spring 2024 (HB3)

High Priority

HB3 Goal

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: 100% of students identified as needing Compressive Support and Improvement will be serviced for a minimum of 45 minutes daily. Strategy's Expected Result/Impact: Intervention programs can help struggling readers catch up to their peers. It will build student confidence which will in turn increase student engagement and decrease behavior problems. This is important for staying on track as reading is fundamental to learning in all subjects. Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction, and Teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 Funding Sources: Pens, Books, Paper - Title I, Part A (4120) - \$912.55		Formative			Summative
		Oct	Jan	Mar	June
					
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Learning

Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause:** Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. **Root Cause:** Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.







School Processes & Programs

Problem Statement 2: There is a large amount of students in need of additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade through Fifth-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 34% to 36% in Spring 2024. (HB3)

- High Priority
- Evaluation Data Sources: STAAR data
- Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Implement a high quality lesson internalization guideline for teachers and provide weekly lesson plan feedback Strategy's Expected Result/Impact: Teachers will have a develop an increased mastery of content. They will become more knowledgeable and confident in the subject matter and expertise thus increasing student mastery. Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. Root Cause: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. Root Cause: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.

Student Learning

Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause:** Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. **Root Cause:** Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

School Processes & Programs

Problem Statement 1: There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles. **Root Cause:** Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.

Problem Statement 2: There is a large amount of students in need of additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.







Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TELPAS official state scores

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 100% of instructional staff will receive professional development in Sheltered Instruction Observation Protocol Strategy's Expected Result/Impact: Implementing SIOP strategies in the classroom will increase an ELL's language development and improve TELPAS performance. Staff Responsible for Monitoring: Assistant Principals, Principal, Teacher, EB Point Person Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:







Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. Root Cause: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Student Learning
Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. Root Cause: Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Student Learning
Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. Root Cause: Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.
School Processes & Programs
Problem Statement 2: There is a large amount of students in need of additional academic assistance beyond the instructional day. Root Cause: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

- High Priority
- Evaluation Data Sources: Locus Dashboard
- Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Backwards Plan and monitor tutoring plans aligned to HB4545 Accelerated Instruction Criteria in Reading and Math Strategy's Expected Result/Impact: Close foundational gaps for students who did not pass STAAR or did not end the year on grade level Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction Title I: 2.4, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. Root Cause: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Student Learning
Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. Root Cause: Instructional staff did not receive professional development nor have access to resources targeting these students groups. Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. Root Cause: Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

School Processes & Programs

Problem Statement 2: There is a large amount of students in need of additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.





Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Official STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Set clear criteria,, roles and responsibilities for SpEd teachers at BOY of how to service push ins and pull out students. Strategy's Expected Result/Impact: Special Education teachers will be clear in what is expected of them to service our students to their full potential. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor the implementation of accommodations for students receiving special education services as specified in the students IEP. Strategy's Expected Result/Impact: Special education students will show growth in their state assessments. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Learning

Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause:** Instructional staff did not receive professional development nor have access to resources targeting these students groups.





Goal 1: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

Evaluation Data Sources: Official STAAR results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) Strategy's Expected Result/Impact: Ongoing data collection allows teachers to monitor student progress over time, providing a clear picture of the student's learning trajectory. It helps identify students who are progressing, those who are excelling, and those who might need additional support. Staff Responsible for Monitoring: Principal, Assistant Principals, and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All K-5 teachers will participate in 30 minute PLC meetings using the DDI structure to analyze assessment data, identify instructional gaps and inform targeted support based on instructional recommendations. Strategy's Expected Result/Impact: All students in K-5 will show growth in all subject areas. Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction, Grade Team Leaders Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:**Demographics**

Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. **Root Cause:** Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.

Student Learning

Problem Statement 1: There was no high quality instructional materials or resources intentionally designed to meet the needs of students with disabilities and/or English learners. **Root Cause:** Instructional staff did not receive professional development nor have access to resources targeting these students groups.

Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. **Root Cause:** Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.

School Processes & Programs

Problem Statement 1: There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles. **Root Cause:** Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.

Goal 2: Increase student persistence








Performance Objective 1: IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

High Priority

HB3 Goal

Evaluation Data Sources: Locus Dashboard

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Embedding the tracking and monitoring of campus safety scorecard into weekly tactical. Strategy's Expected Result/Impact: All administrative stakeholders will be aware and involved in process of responding to current scorecard in order to raise results. Staff Responsible for Monitoring: Assistant Principals, Principal, Social Worker, Student Success Advisor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. Root Cause: Staff does not feel supported or equipped with skills to target academic and behavioral concerns.

Goal 2: Increase student persistence

Performance Objective 2: IA & CP: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

High Priority

Evaluation Data Sources: Internal Calendar and Parent Attendance Tracker

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) Strategy's Expected Result/Impact: This will results in an increase of parent engagement and attendance. Staff Responsible for Monitoring: Social Worker, School Success Advisor Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Paper, Pens, sticky notes, clipboards, file folders, speakers - Title I, Part A (4120) - \$1,100	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/ family attendance. Root Cause: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Goal 2: Increase student persistence

Performance Objective 3: IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

- High Priority
- HB3 Goal
- Evaluation Data Sources: Move This World Report
- Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Backwards plan will be rolled out and monitoring daily to ensure follow through from all stakeholders. Strategy's Expected Result/Impact: Students are more likely to engage in the learning process when they feel safe and supported. A bully-free environment encourages participation and interaction, which are crucial for effective learning. Staff Responsible for Monitoring: Social Worker, Student Success Advisor Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Perceptions 1 Funding Sources: Manipulatives, posters - Title I, Part A (4120) - \$1,000		Formative			Summative
		Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. Root Cause: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.

Perceptions









Problem Statement 1: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. **Root Cause:** Staff does not feel supported or equipped with skills to target academic and behavioral concerns.

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Sources: Locus

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: PE is double dosed in the weekly elective block schedule. Strategy's Expected Result/Impact: This will provide students with at least two additional opportunities each week to gain minutes. Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction, Coaches Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Weekly tracking of Locus data dashboard to align/plan aggressive monitoring tool. Strategy's Expected Result/Impact: Activity is monitored and students are held accountable to meeting goals. This will improve student health and daily attendance will increase. Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction, Coaches Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Performance Objective 1 Problem Statements:







Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. Root Cause: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. Root Cause: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.
Perceptions
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/ family attendance. Root Cause: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Palmview Academy will achieve a 97.5% annual attendance rate for the 23-24 school year

- High Priority
- Evaluation Data Sources: Locus, Daily Attendance Reports
- Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Early intervention and support: Proactive approach to identify and address attendance issues early by establishing a system for tracking and monitoring attendance data on an ongoing basis. Implement a tier targeted intervention for counseling or providing support for students who demonstrate a pattern of absenteeism. Strategy's Expected Result/Impact: By implementing a comprehensive attendance improvement plan, we will create a culture of regular attendance that will positively impact student engagement and academic success. Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Assistant, Student Success Advisor, Testing Coordinator, Grade Team Leaders, Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Student Learning 2 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Positive Reinforcement and Incentives to motivate and reward students for good attendance. This will include recognizing students with perfect attendance in school wide assemblies and parent weekly, monthly attendance celebrations and incentives. Strategy's Expected Result/Impact: Motivating and rewarding students for good attendance encourages them to prioritize attending school regularly. It reinforces the value of consistent attendance and the importance of being present for learning opportunities. Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Assistant, Student Success Advisor, Testing Coordinator, Grade Team Leaders, Teachers Title I: 2.5, 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 2 - Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:







Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. Root Cause: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. Root Cause: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.
Student Learning
Problem Statement 2: Only 23% of student body is on grade level with reading fluency, comprehension, and vocabulary skills. Root Cause: Teachers did not receive the support nor training to effectively use research based teaching practices that promote critical thinking skills and differentiated and scaffold supports for students with disabilities and/or English learners.
Perceptions
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/ family attendance. Root Cause: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Goal 3: Increase student daily attendance

Performance Objective 3: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

Evaluation Data Sources: Locus

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly tracking of Locus data dashboard to align/plan aggressive monitoring tool. Strategy's Expected Result/Impact: Activity is monitored and students are held accountable to meeting goals. This will improve student health and daily attendance will increase. Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction, Coaches Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:



Demographics
Problem Statement 1: English learners, special populations, and 504 students have not achieved their full potential academically. Root Cause: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Problem Statement 2: There is a lack of strong and positive relationships between students and teachers. Root Cause: Adults biases exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, social-emotional wellness and behavioral challenges.







Goal 3: Increase student daily attendance

Performance Objective 4: Reduce the overall chronic student absenteeism rate by 50%.

Evaluation Data Sources: Locus, PowerSchool

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Raise awareness and promote the importance of attendance</p> <p>1. Launch a school wide campaign and committee to raise awareness about the importance of regular attendance starting with Meet the Teacher Night</p> <p>2. Use various communication channels to educate students, parents, and staff about the impact of chronic absenteeism on academic achievement such as parent weekly, teacher weekly, and culture rounds</p> <p>3. Set clear monthly targets with APO, share goals with entire school community, and share weekly progress via teacher weekly and parent weekly</p> <p>Strategy's Expected Result/Impact: Implementing these strategies collectively and consistently, while monitoring progress and making necessary adjustments can contribute to a significant reduction in the overall chronic student absenteeism rate.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Assistant, Student Success Advisor, Testing Coordinator, Grade Team Leaders, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>				

Strategy 2 Details		Reviews			
Strategy 2: Collaborate with families by conducting home visits or personalized meetings to understand the underlying reasons for chronic absenteeism and provide appropriate support and resources. Strategy's Expected Result/Impact: It will create a supportive and engaging environment that emphasizes the value of regular attendance. Staff Responsible for Monitoring: Principal, Assistant Principals, Admin Assistant, Student Success Advisor, Testing Coordinator, Grade Team Leaders, Teachers Title I: 2.5, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/family attendance. Root Cause: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.


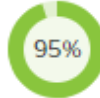


Goal 4: Increase staff retention

Performance Objective 1: IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

High Priority

Evaluation Data Sources: Teachboost, Cornerstone

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. Strategy's Expected Result/Impact: Through regular feedback and coaching, managers can help employees align their professional goals with campus objectives resulting in achieving higher levels of student performance. Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction, Grade Team Leaders Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Managers track and respond to data gathered for each staff member through observations and each SDC cycle. Strategy's Expected Result/Impact: Tracking data allows managers to identify patterns and trends in staff performance over time. With this insights, managers can individualize support to each staff member. It also allows for leader managers to identify trends and gaps in coaching. Staff Responsible for Monitoring: Principal, Assistant Principals Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles. **Root Cause:** Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.

Perceptions



Problem Statement 1: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. **Root Cause:** Staff does not feel supported or equipped with skills to target academic and behavioral concerns.







Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Palmview is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Locus

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria Strategy's Expected Result/Impact: High quality candidates possess the necessary knowledge, skills, and instructional strategies to effectively educate students. Their expertise and competence can lead to improved overall educational success. They also bring with them a strong work ethic, professionalism, and a passion for education that can contribute to creating a positive school culture and a supportive learning environment for students, teachers, and staff. Staff Responsible for Monitoring: Principal, Admin Assistant, Assistant Principals, Grade Team Leaders, Talent Partners Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Develop a strong employer brand that 1. cultivates a positive and supportive school culture that attracts and retains talented teachers 2. Highlights the school's strengths, achievements, and unique offerings to differentiate it from other educational institutes 3. Encourage current staff to share positive experiences and act as ambassadors for the school Strategy's Expected Result/Impact: This will improve Palmview Academy's ability to attract, hire, and retain qualified teachers, thereby ensuring that all teacher positions are staffed throughout the school year. Staff Responsible for Monitoring: Principal, Admin Assistant, Assistant Principals, Grade Team Leaders, Social Worker, Student Success Advisor Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2		Formative			Summative
		Oct	Jan	Mar	June
				N/A	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

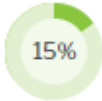

School Processes & Programs
Problem Statement 1: There was no regularly scheduled training for teachers, leaders, including adult learning, modeling, and fidelity to observation feedback cycles. Root Cause: Campus Instructional Leadership team lacked the skill set and accountability for executing and following through on coaching cycle.
Perceptions
Problem Statement 1: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. Root Cause: Staff does not feel supported or equipped with skills to target academic and behavioral concerns. Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/family attendance. Root Cause: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.







Goal 4: Increase staff retention

Performance Objective 3: IA & CP: Implement strategies to improve staff retention by reducing turnover rate to 90% for the 23-23 school year.

Evaluation Data Sources: Locus

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Regularly assess staff satisfaction and address any concerns or challenges that may impact retention by quarterly surveys and pulse checks.</p> <p>Strategy's Expected Result/Impact: When concerns and challenges are actively heard and addressed, employees feel heard and supported. This leads to increased engagement, as they are more likely to be invested in their work and committed to the organization's goals and mission. This will reduce the likelihood of employees seeking opportunities elsewhere.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, School Success Advisor, Social Worker, Admin Assistant</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for recognition and opportunities for growth. 1. Weekly recognition through Aggie spotlights and teacher newsletter 2. Monthly celebrations during Aggie Power Hour: Pride and Performance 3. Opportunities for teachers to have leadership roles Strategy's Expected Result/Impact: Providing opportunities for teacher to have recognition and growth not only benefits individual teachers but also has a positive impact on student learning, teacher retention, and the overall school environment. It fosters continuous improvement, professional growth, and a culture of excellence in education. Staff Responsible for Monitoring: Principal, Assistant Principals, School Success Advisor, Social Worker, Admin Assistant Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:





Perceptions
Problem Statement 1: 45.2% of staff feel that the campus is a psychologically and emotionally healthy place to work. Root Cause: Staff does not feel supported or equipped with skills to target academic and behavioral concerns.

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: 100% of staff will participate in two student recruitment events and obtain a minimum of 5 student applications.

Evaluation Data Sources: School wide enrollment tracker

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: At BOY name staff recruiting expectations and allow for signup and commitment of two recruitment events. Staff will have the option of choosing and an incentive will be tied to recruiting efforts. Strategy's Expected Result/Impact: 100% of staff will participate in school enrollemnt efforts. Staff Responsible for Monitoring: Assistant Principal of Operations Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 2				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not strong. School wide activities render less than 30% parent/ family attendance. Root Cause: There is limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pens, Books, Paper		\$912.55
2	2	1	Paper, Pens, sticky notes, clipboards, file folders, speakers		\$1,100.00
2	3	1	Manipulatives, posters		\$1,000.00
Sub-Total					\$3,012.55
Budgeted Fund Source Amount					\$3,012.55
+/- Difference					\$0.00
Grand Total Budgeted					\$3,012.55
Grand Total Spent					\$3,012.55
+/- Difference					\$0.00

Addendums

Campus : Idea Palmview Academy

4100 N Schuerbach Rd
Mission, TX 78572
(956) 424-4900 Phone
Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal Marisol Flores Garza

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)

	Count	Percent
Student Total	628	100%
Kindergarten Grade	117	18.63%
1st Grade	119	18.95%
2nd Grade	123	19.59%
3rd Grade	121	19.27%
4th Grade	122	19.43%
5th Grade	26	4.14%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)

	Count	Percent
Gender		
Female	317	50.48%
Male	311	49.52%
Ethnicity		
Hispanic-Latino	608	96.82%
Race		
American Indian - Alaskan Native	1	0.16%
Asian	0	0.00%
Black - African American	0	0.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	19	3.03%
Two-or-More	0	0.00%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	1.47%
Other health impairment	10	14.71%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	8	11.76%
Emotional disturbance	1	1.47%
Learning disability	11	16.18%
Speech impairment	20	29.41%
Autism	16	23.53%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	1	1.47%
Instructional Settings		
Speech Therapy	18	26.47%
Homebound	1	1.47%
Hospital Class	0	0.00%
Mainstream	4	5.88%
Resource Room	26	38.24%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	18	26.47%
Full-Time Early Childhood	1	1.47%
Nonpublic Day School	0	0.00%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)

	Count	Percent
Dyslexia	5	0.80%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	6	0.96%
Special Education (SPED)	68	10.83%
Bilingual/ESL		
Emergent Bilingual (EB)	376	59.87%
Bilingual	0	0.00%
English as a Second Language (ESL)	110	17.52%
Alternative Bilingual Language Program	236	37.58%
Alternative ESL Language Program	16	2.55%
Title I Part A		
Schoolwide Program	628	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

College and Career Readiness School

Models (2022 - 2023 Preliminary Fall PEIMS file loaded 01/25/2023)	Count	Percent
Associate Degree	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall

PEIMS file loaded 01/25/2023)

	Count	Percent
At-Risk	475	75.64%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	5	0.80%
Intervention Indicator	64	10.19%
Migrant	2	0.32%
Military Connected	0	0.00%
Transfer In Students	0	0%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	609	96.97%
Free Meals	411	65.45%
Reduced-Price Meals	91	14.49%
Other Economic Disadvantage	107	17.04%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

Early College High School (ECHS)

0 0.00%

New Tech

0 0.00%

P-Tech

0 0.00%

T-Stem

0 0.00%

Staff Information (2022 - 2023 Preliminary Fall

PEIMS file loaded 01/25/2023)

	Count	Percent
Administrative Support	7	12.96%
Teacher	32	59.26%
Educational Aide	15	27.78%
Auxiliary	0	0.00%